

**THE EFFECTIVENESS OF USING STORY MAPPING STRATEGY TO
IMPROVE STUDENTS' WRITING SKILL OF RECOUNT TEXT AT TENTH
GRADES IN SMA MUHAMMADIYAH 1 MALANG**

THESIS

**In Partial Fulfillment of the Requirement for Master's Degree of English
Language Education**



**GRADUATE PROGRAM OF ENGLISH EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG
APRIL 2020**

APPROVAL SHEET

THE EFFECTIVENESS OF USING STORY MAPPING STRATEGY TO IMPROVE STUDENTS' WRITING SKILL OF RECOUNT TEXT AT TENTH GRADES IN SMA MUHAMMADIYAH 1 MALANG

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I, the undersigned:

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Hereby, declare that:

1. This thesis entitled: **THE EFFECTIVENESS OF USING STORY MAPPING STRATEGY TO IMPROVE STUDENTS' WRITING SKILL OF RECOUNT TEXT AT TENTH GRADES IN SMA MUHAMMADIYAH 1 MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM**, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**)

Thus, this statement is made truthfully to be used as appropriate.

Malang. 16 April 2020

The Writer,



LIDIA LALI MOMO

MOTTO AND DEDICATION

MOTTO:

“Indeed surely there is a future hope, and your hope will not be cut off
(Proverbs 23:18)”

DEDICATION:

I dedicate this thesis for all of people who always support me in their prayer and word.



ACKNOWLEDMENTS

First of all, I would like to say my deepest joy to Jesus Christ for His blessings and loving me. Only by His Grace I can complete this thesis on His time.

Second of all, I would also like to say my appreciation for teaching and giving the valuable lesson from the all of lectures since I start my study in postgraduate program of English Language Education in University of Muhammadiyah Malang, especially for my gorgeous advisors, Dr. Sudiran, M.Hum and Dr, Hartono, M.Pd who have guided and enhanced my thesis patiently.

My biggest thankfulness goes to my big family Uma Rato, my beloved father, sisters and brothers; they are the biggest blessing in my life. Also, my best friends: Dell, Rama, Arni, Yokosono, Mosa, Mamud, Randi, Inda, Intan, Ensy and Tamo. My roommate, ibu pendeta Feby, my classmates the three amazing girls, and my handsome boys and beautiful girls of IML Malang: Leman, Melvi, Ani, Asty, Grace, etc. Guys, thanks for your time, loyalty, advices, and the time in up and down you always support me. The woman I never forget in my life, my landlord, thank you for caring me like your children. There are many names I have not mentioned, thank you for all your prayers, I can finish this thesis.

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ABSTRACT

Writing considers about producing product, as it reinforced the writers to create a real written project, so it can be useful for the readers or in applying in some activities. In reality, teaching and learning writing in English is not always easier than that in Bahasa. The teachers and students face some problems, like: the teachers are confused about the strategy to attract the students' attention in learning writing, the students feel difficult in developing the ideas, composing sentences and taking a conclusion. In composing a written project, it always considers about a text. In this study, the researcher focuses on recount text that allowed the students to make a recount text based on their past experience. Based on some previous studies, some students face some problems in writing a recount text, for example the students were thinking too hard to get some certain topics, feel difficult in ordering their ideas based on the story element. To overcome these problems, the researcher tried to apply a strategy named story mapping strategy. It helped the students to make a guideline about their story.

This study used a quasi-experimental design, because the researcher needed to use existing classes, they were experimental and control group. The sample was the students at the tenth grades of social class 1 and 2 in SMA Muhammadiyah 1 Malang, totally 28 students. The sample was chosen by using non-probability technique and based on the agreement of the English teacher. Based on the result, the mean score of the posttest of the experimental group was 76.79 which were higher than that of the posttest of the control group that the mean score was 69.43. Furthermore, the result of the hypothesis testing showed that the H_a was accepted and the H_0 was rejected. In other words, story mapping strategy improved the students' writing skill of recount text at the tenth grades in SMA Muhammadiyah 1 Malang.

Keywords: *Story Mapping Strategy, Recount Text, Teaching Strategy*

**KEEFEKTIFAN PENGGUNAAN STRATEGI *STORY MAPPING* DALAM
MENINGKATKAN KEMAMPUAN MENULIS PADA SISWA KELAS X TENTANG
RECOUNT TEXT DI SMA MUHAMMADIYAH 1 MALANG**

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ABSTRAK

Menulis selalu berhubungan dengan menghasilkan produk, hal ini seperti mendorong penulis-penulis untuk menghasilkan tulisan, sehingga berguna bagi para pembaca atau dalam penggunaan untuk kegiatan lainnya. Dalam kenyataannya, mengajar dan belajar menulis dalam bahasa Inggris tidak semudah dalam mengajar bahasa Indonesia. Para guru dan murid menghadapi beberapa permasalahan, seperti: para guru kebingungan dalam memilih strategi pembelajaran yang cocok untuk menarik perhatian siswa untuk belajar menulis, para siswa kesulitan dalam mengembangkan ide-ide, menyusun kalimat dan menarik kesimpulan. Dalam menyusun sebuah tulisan selalu berhubungan dengan teks. Dalam penelitian ini, peneliti fokus pada *recount text* yang memungkinkan siswa untuk membuat teks berdasarkan pengalaman pribadi siswa. Berdasarkan penelitian-penelitian sebelumnya, beberapa siswa menghadapi beberapa masalah dalam menulis *recount text*, contohnya para siswa kesulitan untuk memperoleh topik tertentu, merasa kesulitan dalam menyusun ide-ide berdasarkan elemen-elemen tulisan. Untuk mengatasi masalah-masalah tersebut, peneliti mencoba untuk menerapkan sebuah strategy, yaitu strategi *story mapping*. Strategi ini membantu para siswa untuk membuat kisi-kisi tentang cerita yang akan disusun.

Penelitian ini menggunakan metode kuasi-eksperimen, karena peneliti menggunakan beberapa kelas, yaitu kelas eksperimen dan kelas kontrol. Sampel penelitian ini adalah siswa kelas X IPS 1 dan X IPS 2 di SMA Muhammadiyah Malang, berjumlah 28 siswa. Sampel penelitian ini dipilih dengan menggunakan teknik non-probability dan berdasarkan persetujuan guru bahasa Inggris yang mengajar di SMA Muhammadiyah 1 Malang. Berdasarkan hasil penelitian, nilai rata-rata pada posttest kelas eksperimen adalah 76.79 yang artinya lebih tinggi dari nilai rata-rata pada posttest kelas kontrol yaitu 69.43. Selanjutnya, hasil hitung hipotesis pada penelitian ini menjelaskan bahwa hipotesis alternatif diterima dan hipotesis null ditolak. Dengan kata lain, strategi *story mapping* meningkatkan skill menulis siswa khususnya *recount text* pada siswa kelas X di SMA Muhammadiyah 1 Malang.

Kata kunci: *strategi story mapping, recount text, strategi pembelajaran*

TABLE OF CONTENTS

APPROVAL SHEET	i
LEGALIZATION	ii
LETTER OF STATEMENT	iii
MOTTO AND DEDICATION	iv
ACKNOWLEDGMENTS.....	v
ABSTRACT	vi
TABLE OF CONTENTS.....	viii
INTRODUCTION	1
The Research Question	3
Hypothesis of the Study	3
Scope and Limitation	3
REVIEW OF RELATED LITERATURE	4
The Nature of Writing	4
The Importance of Teaching Writing.....	4
Recount Text	5
Types of Recount Text	5
Story Mapping Strategy.....	6
The Advantages and Disadvantages of the Story Mapping Strategy.....	6
The Forms of Story Mapping Strategy.....	7
The Procedures of Story Mapping Strategy	8
Previous Study	9
RESEARCH METHOD	10
Research design.....	11
Population and Sample	11
Research Instrument.....	12
Data of the Study.....	12
Validity	13
Reliability	13
Treatment.....	14

Steps in Collecting the Data	14
Data Analysis.....	14
T-test Formulation	14
Statistical Hypothesis of the Study	15
Steps in Analyzing the Data	16
RESEARCH FINDINGS AND DISCUSSION.....	16
Research Findings	16
The Result of Normality Test.....	16
The Result of Homogeneity Test.....	16
The Result of Pretests Both Groups	17
The Result of Posttest Both Groups.....	17
The Result of Hypothesis Testing	18
Discussion	18
CONCLUSION AND SUGGESTION.....	21
Conclusion.....	21
Suggestions	21
References	23
Appendices	25

INTRODUCTION

As productive skills, writing is not just about writing any topic without a purpose. In this case, writing is a progressive activity; it means that writing is about to share what we want to tell start with the first step is find the certain topic, indeed we have known what we will write and what we are going to explore. After the students write all of the ideas in their mind based on the certain topic, a teacher reads over their writing then does some corrections and changes. In short, in order to have better writing, the students should never stop only in one step. Teacher by their experience in teaching knows that teaching writing in English is not easier than teaching writing in Indonesian language. Thus, English teachers must be creative in preparing material development, choose the fix method, strategy or technique, especially in teaching writing.

Writing is one of element in any language that requires effort, creativity and more practice. Caroline (2003) argues that writing is producing something in written form so that people can read, perform and use it. It means that students are reinforced to producing some product (written form) so the product can be useful for other people (the readers). For example the students are asked to make a story by their own experience, make an essay about something in future and give expectation or solution for an issue, write down a story or make a speech text; so that people when read these, and they can use them. Thus, writing is very important to teach in school.

Moreover, Harmer (2004: 31-33) states that there are some reasons why learning writing is important: (a) Writing is often not time-bound in the way conversation is. It means that in writing activity the students have longer time to think rather than in speaking activities. Thus, the students can choose the appropriate word that will be used to express their ideas. They can also have longer time to check their grammar patterns. (b) Writing promotes students to focus on precise language use because they reflect as they write. (c) Writing has always been benefited as a means of strengthening language that has been taught. By writing students focus on what they want to tell or express by an appropriate words, they are free to share what in their mind, and they have much time to thinking what they want to write with concentrate.

They will not in hurry up like they do in speaking and they can recheck their grammar use.

In reality, teaching writing in other language is not easier than in Indonesian language. It will talk about how the students' vocabulary, grammar and how to translate the text or passage, and how to organize the text. Teaching and learning writing faces many problems in every level of education. According to Yusnita et al. (2011), when the students write a text, they will produce many sentences. The story or the explanation may be as their inspiration. Nonetheless, it is hard for the students to get ideas. They cannot write or arrange their ideas efficiently because they do not know how to write and develop the topic and they always get stuck in the middle of writing. Besides, they also have difficulties in how to compose sentences, because the students are lack of vocabulary and also lack of grammar acquisition. Getting or having idea is still the problem of students in every level of education. If they have idea, for example by their own experience they still do not know how to organize that idea. They are confused how to start, and what sentence to put the next and what will be the resolution or conclusion. They will thinking hardly and spend much time instead do not have more time and they submit their writing task without finish it. Besides that, they also have difficulties in how to compose sentences, because the students are lack of vocabulary and also lack of grammar acquisition.

Talking about writing, it refers to about text and the text itself has some kinds of it. This study wants to discuss about recount text in writing skill. A recount text has a social function. The principle of a social meaning is to restate an experience with a purpose to tell or amuse the readers (Siahaan and Shinoda, 2008: 9). Recount text will allow students to retelling their past experience and express their story in the text. The students will be free in expressing their own experience, and they know how to tell that. But in reality, the freedom of telling the experience is face some problems, as Sukma (2015) said that based on the English teacher that the students' difficulties were (a) lack of vocabulary knowledge is the first factor that make the students difficult in organizing a recount text (b) the generic structure of recount test should be considered. However, it is not easy for the students to follow or to organize the text based on the structure (c) some of the students still confusing used past tense or change the verb one into verb two and (d) other students are afraid to make a text

because they still confuse in arranging a good sentence. We know writing is a structure ways and has format to produce it and about recount text also, has some elements and procedure. The students must be aware about the dimension, how to construct their story so that relate each other, like when they develop their ideas include of orientation, event and re-orientation.

Based on some problems above, about teaching and learning writing especially in teaching recount text, the researcher finds a strategy that can help to solve the problem above; it is story mapping. Bala (2017) stated that a story map is a scheme that employs a graphic organizer to assist the learners learn the part of a book or story by investigating story orientation, events and reorientation, students read watchfully to learn the elements.

The Research Question

According to the background of the study above, the researcher formulates the problem, as follow:

Does the use of story mapping strategy improve students' writing skill of recount text at SMA Muhammadiyah 1 Malang?

Hypothesis of the Study

There are two hypotheses are used:

H_i: Using story mapping strategy improves students' writing skill of recount text in SMA Muhammadiyah 1 Malang.

H_o: Using story mapping strategy does not improve students' writing skill of recount text in SMA Muhammadiyah 1 Malang.

Scope and Limitation

The scope of this study was focus on the using of story mapping strategy which believed as a pilot that assist the learners recognize every element in the story, connection concerning the occurrences and the actors, and not to jump any elements of the story because it consists of the central section of that type that should be comprised in a story in writing skill of recount text, while the limitation of the study is focus on the subject/sample is the students at tenth grades in SMA Muhammadiyah 1 Malang and tends quantitative design as research method, especially using quasi-experiment design and the instrument is giving test and interview both teachers and students.

REVIEW OF RELATED LITERATURE

The Nature of Writing

Nunan (2003: 88) who states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing skill helps the students or the writers to transfer the all of things or their experience and thought in a text. When they want to create their ideas, they will consider the way how to composing the sentence, to arranging a good paragraph, so that the story will be comprehensible to a reader. Another definition of writing is proposed by Murcia (2003) argues that writing is the production of the written word that results in a text in which must be read and understood in order for communication happening. Writing makes a product in the form of written texts which are used to deliver the writer ideas and meanings to the reader. In line with that, Harmer (2004) said that writing is a way to create a product that allowed the writer to express the ideas, feelings and opinions, and then the product will be used in teaching and learning or other activities.

The Importance of Teaching Writing

Harmer (2001) explained the importance of writing, below:

- Reinforcement: some students may obtain language from verbal or spoken way. But, most of them understand greatly from text, passage, or language that is written down. Learning by visual is not enough to make them understand well, students frequently comprehend the new language after they read it.
- Language Development: it is assumed that the real step of writing assists students to understand by themselves. The basic process that they experience in making written project is part of education practice.
- Learning Style: every student has their own learning style. There are students who understand directly by looking and listening. However, there are also who spend more time to get the ideas or the explanation. So, writing is appropriate for the students.
- Language as a Skill: writing skill is as important like other skills. By writing students are forced to develop their language. Through this skill, a student

needs to understand how to make a letter, recognize the writing's component, like punctuation, the organization and so forth.

Recount Text

According to Anderson (2010: 16), a recount text is speaking or transcript about past occasions or a piece of text that inform past experience, usually in the way which they took place. In line with that, Anderson and Anderson (2002:3) mention that recount text is a writing which list and explain past experiences by retelling the happening of the incident in the organization in which they occurred. By teaching recount text, the students asked to explain their past event chronologically. The students' language knowledge will improved also, their skill about new language is increase more and getting better. The generic structures should be responsive by the students, below:

- Orientation: it is the part of opening or introducing the settings, like when, where, who and why.
- Events: this part tells about the problem, what happen.
- Reorientation: in the end of story, the writer will give a solution or conclusion, is about how the problem end.

Types of Recount Text

There are some types of recount text, below:

1. Personal Recount Text: A personal recount text is a script that retells the speaker nor the writer has experienced. The writer himself always makes a diary or a personal story to read by himself or other.
2. Factual Recount Text: this type tells about the fact, issue, and or news that represented to other people. It is written by the third person, and it is as series of events in order, like science practice, traffic report, economic and sport news.
3. Imaginary Recount Text: this text consists of the element of story is sited in a realistic situation, and it is generally written by the first person. The characteristic are still included, like who, when, what and where.

4. Procedural Recount Text: a procedural recount text is to repeat or explain the procedural work in order. The source of the procedural work from television, book, films and instruction books that explain how things were made.
5. Critical Recount Text: it is about a text looks at a news or problem and comments or evaluates the negative and positive sides. This text will not order sequentially, and it is written by first and or third person.

Story Mapping Strategy

Pamela (2004) points out that story mapping is used to represent some story components in form of graphic visualization which has a purpose to give readers or writers a picture to provide an overview of a story, so that they can make clearly outline the relationships to each other. Writing process is list making, it means that every story component that the writer wants to put in the story, should be prepared well. This story mapping helps the writer to manage the story by list the story aspects, and then build those lists in a text. This strategy also, facilitates the readers to know the overview of the story. In line with Lewin (2003) said that this strategy consist of six components that included in a story; title, characters, settings, problems, events and the solution. It helps the writer to make a connection by explore the every component easily.

The Advantages and Disadvantages of the Story Mapping Strategy

Every strategy has strength and weakness, so the story mapping also. Kurniawan (2010) stated there are some benefits of this strategy: first, story map may be known as a guide that helps the students notice each part in the story, relationships between the events and the actors, and not to avoid any detail of the story because it contains the main components of that style that should be comprised in a story. Additionally, the learners may encounter their understanding skill while both analyzing and composing a recount text using story map technique. Using story mapping will push the students to construct every dimension in telling their experience, from the character, place, how the story happen and flow, and how it is end.

In opposite, that story mapping also has some disadvantages. First, it cannot be used in other types of text such as explanatory, news item, report, descriptive because story mapping only requires elements of story. This strategy will suitable to be implemented in teaching writing narrative, short story and recount text. And then, the students will spend much time if they just making story map.

The Forms of Story Mapping Strategy

According to Farris (2004), there are two forms of story mapping; bubble and graphic story mapping strategy. The each graph or bubble will fill by every story elements, like title, characters, setting, problem, solution. The forms as below:

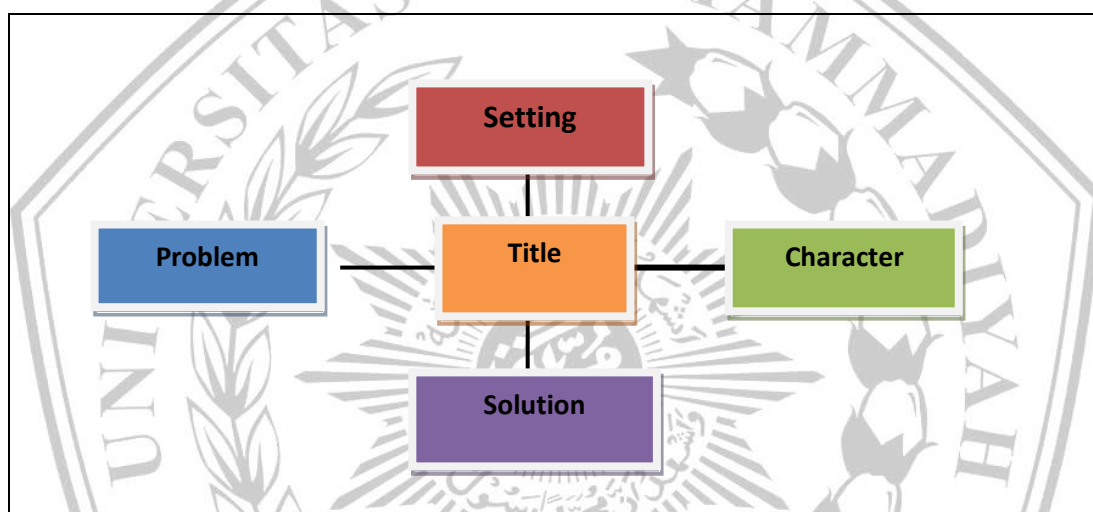


Chart 1: Graphic story mapping

This graphic story mapping is easy to draw in students' text book and each of graphic will filled by each part of story, start from decide the title, tell about setting, then mention the character, show the problem and give or tell the solution. After fill the graph, the students will start to write their story based on their graphic story mapping.

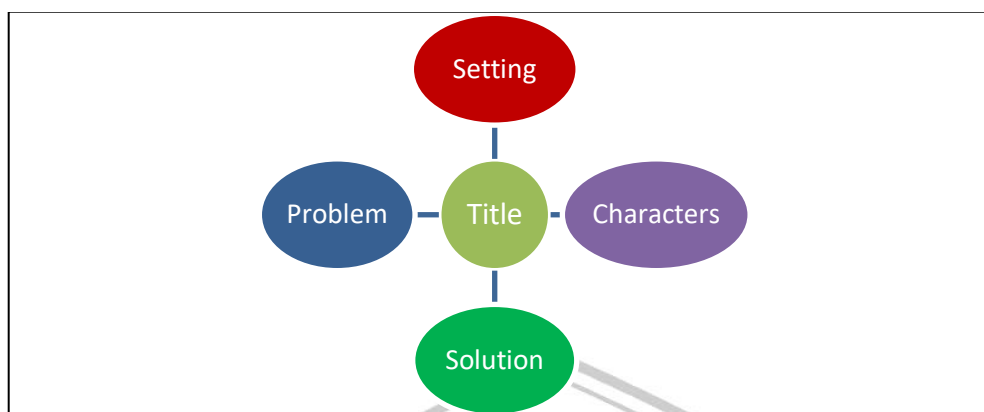


Chart 2: Bubble story mapping

This bubble story mapping is another model of story mapping strategy. It is a variant and students can choose it, as long as they keep focus to draw based on their story. The students will make a draft from their story by put down the title, and then mention the character and the setting of the story. After that, show the problem and giving the solution. After draft their story in bubble story mapping, the students will continue to construct their story in the text.

The Procedures of Story Mapping Strategy

There are some steps that have to be pursued in writing recount text and narrative text by using story mapping strategy:

1. Before writing the text, the teacher brings out the students to make some list of ideas on the board or book.
2. Elaborate the stages of writing recount text, like planning, composing, revising, and editing. Inform to the students to focus on planning what they want to write and share the other strategy to help them start their writing.
3. Introduce the story mapping strategy to them as the organizer for starting to write.
4. Display the story mapping strategy by filling a story in the graph or bubble.
5. Ask the students to make a story by their own experience, make a list and share in a text. They can work in pair to help each other.
6. While they write their story in a text, remind them to follow the lists.
7. If they finish, check their project and give them evaluation or assessment.

Previous Study

The first is a study conducted by Ibnian (2010), on a research entitled *The Effect of Using the Story-Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL*. Ibnian's research tried to answer the following questions: What is the use of story mapping technique on encouraging tenth grade students' short story of writing skills in EFL? This study is an experimental research, the 84 tenth grades male students as sample divided in four categories, two classes as an experiment class and the two other as control class. The finding of this research showed that the story-mapping technique had a positive impact on encouraging Jordanian tenth grade students' short story writing skills in points of content and format, procedures of writing, word choice as well as in abilities appear from resourceful skills.

The second study is from Bala (2017), entitled *Analysis on Effects of Story Mapping in Writing Short Stories in EFL Classes, Iraqi Case*. This study explored how much story mapping strategy helps to promote writing short stories, and the eighth EFL students were randomly chosen. The result told that the story mapping using improved the students score.

The third study comes from Sayekti (2014) about *Using Story Mapping To Teach Students' Writing Ability Of Narrative Text (A Pre-Experimental Study At The Tenth Grade Students Of SMA Negeri 90 Jakarta)*. This study aimed to prove that the use of story mapping gave a positive effect or not to teach students writing skill of narrative text. From the data, showed that the story mapping success to increase the students writing skill of narrative text.

The forth is study done by Abidin (2014), entitled *Using Story-Mapping Technique to Improve the Writing Ability of Grade VIII Students at SMP N 2 Gamping, Sleman in the Academic Year of 2013/2014*. This study used mix design, based on the qualitative data; this strategy helped the students to generate their ideas in producing well-structured recount text. While, the quantitative data told that the mean score of the posttest after applying the treatment gave a better improvement also. And then, the fifth study that conducted by Rahmawati et al (2018) about *Effect of Story Maps on EFL Students' Achievement in Writing Narrative Text*. The sample was the students at second grades at SMP Malang, were 20 students as experimental

and 23 students as control class. Based on the research findings, the implemented of story mapping in teaching narrative text at the second grades of the one of junior high school in Malang indicated that the difference was significant in experimental class.

The sixth study was about *Teaching and Learning Narrative Text Writing through Story Mapping* by Latifah and Rahmawati (2019). This study utilized qualitative research and the subject was the students and the English teacher at the ninth grades in SMPN 3 Pringsewu. referred on the instruments, like observation, questionnaire and interview; the researcher found that the use story mapping in teaching writing of narrative text was not maximal and less interesting to the students' motivation, it was because the teacher skipped the part of story mapping strategy and the students were lack of vocabulary. And last one more study that has been done by Li (2000) about *Effect of Story Mapping and Story Map Questions on the Story Writing Performance of Students with Learning Disabilities*. According to the result, provided the evidence that the used of this strategy gave a good effect in increasing the students' writing skill of recount text and the length of their story was increasing accordingly.

Based on the similar studies above, the researcher can take these studies as some references and use to conduct this study. From these studies researcher can conclude that story mapping is the one of effective strategy in teaching writing and these studies also showed how to apply and use the story mapping strategy in teaching writing. There are some differences between this study and these studies, these studies focus on narrative text, short story, and if conducted to recount text these studies used qualitative design, the object is also different. While this study focuses on experimental design that concern to quasi experiment and it wants to find out the effectiveness of story mapping strategy in recount text.

RESEARCH METHOD

This section, the researcher explained about the research design, population and sample, data collection, and data analysis.

Research design

This research used a quasi-experimental design because it occurred in which researcher needed to use intact groups, and it required using existing classes. Thus, the researcher wanted to know whether the use of story mapping strategy improved students' writing skill of recount text at tenth grades. This method indeed require two groups, that was experimental and control groups. In the experimental group, the researcher gave a pre-test, treatment by using story mapping strategy and then post-test. Meanwhile in the control group, the researcher gave a pre-test, treatment by using other strategy and then post-test. The researcher utilized integral, already recognized classes of subjects, provided a pretest, managed the treatment condition to one group, and applied the post test. The following is the research design used that concern to nonequivalent control group design by Ary, D. et al. (2006):

Group	Pretest	Variable	Posttest
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Note:

A: Experimental Group

B: Control Group

Y_1 : Pretest of experimental group

Y_2 : Posttest of experimental group

Y_1 : Pretest of control group

Y_2 : Posttest of control group

X: Treatment

-: No treatment

Population and Sample

According to Creswell (2007:165), population is a group of individuals who have the same characteristic and sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The population of this research was the whole students at tenth grades in SMA Muhammadiyah 1 Malang, totally were three classes consist of 45 students. While,

the sample of this study was the students from class X IPS 1 and X IPS 2, totally 28 students. The 28 students were selected totally as the research sample in which each group consist of 14 students, respectively. In this study, the researcher used non-probability sample (non-random sampling). According to Sugiyono (2016:85), non-probability sampling is the technique that does not give the same opportunity for each element to be chosen as sample. This technique concerns to total sampling and it is used because the researcher did not have a full authority to make random sample.

Research Instrument

This study used writing test as data collecting technique. The writing test was an essay that used to find out if there is an effectiveness of using story mapping strategy to teach students writing ability of recount text. The test was given two times: in the pretest and posttest for both groups, according to its indicator was to build students' understanding in recount text and produced by their own words. This writing test was story writing and the students should paid attention the dimension of writing and the mechanics in the text, and it considered to personal recount text that is the students asked by teacher to write recount text based on their experience or unforgettable moment. To make sure the reliability of the instrument, the researcher used two raters: the researcher herself and the English teacher who teach at the tents grades in SMA Muhammadiyah 1 Malang. Because the test was an essay, the raters will guided by a rubric scoring which has provided by the researcher.

Data of the Study

The data of this research was the students' result (score) of the pre-test and post-test which has given test through writing test (essay test). The researcher observed the teaching and learning process about teaching writing of recount text and the researcher gave the sample test, which grouped 2 groups, were experimental group and control group. The pretest and posttest was given to the experiment group and control group.

Validity

Validity is measure what is intended to be measure. Validity allows us as the stakeholder or tester want to know whether or not our instrument match to the test or format. This research focused on content and construct validity. Content validity that show the material which given to students it is according the material what they have learned, got from teacher. While, construct validity focused on how the qualities of writing ability of the students; and it considered to the purpose of the lesson in syllabus and lesson plan.

Reliability

Reliability defined as the consistency of measurement, and to ensure the data was reliable, the inter-rater reliability was applied. The instrument of this research was measured by involving two raters and using analytic rubric. The two raters were the researcher herself and the teacher who teaches at tenth grades SMA Muhammadiyah 1 Malang. And the inter-rater reliability was analyzed by Cohens Kappa, the category of Kappa (McHugh: 2012), as follow:

Value of kappa	Level of Agreement
0-.20	None
.21-.39	Minimal
.40-.59	Weak
.60-.79	Moderate
.80-.90	Strong
Above .90	Almost Perfect

1. Inter-rater Reliability in Pretests

The first to be measured was inter-rater reliability of pretest. Based on the SPSS result, the score of Kappa in experimental group were showed .678 (in appendix II, 2A); it has a moderate agreement between the raters. While, in control group the Kappa score were displayed .663 (in appendix II, 2C), it means that the reliability was good also.

2. Inter-rater Reliability in Posttests

After calculating the inter-rater reliability in pretest, the second step was measure in posttest. The SPSS result, explained that the Kappa score in experimental

group was .751 and in control group was .745 (in appendix II, 2B and 2D); it told that the inter-rater reliability were good also between the raters.

Treatment

This treatment was about applying the story mapping strategy for experimental group, while the treatment for control group was by using another strategy. The treatment for both groups will give after pretest. The researcher explained more about story mapping strategy and gave more examples to reinforce the students for experimental group.

Steps in Collecting the Data

In acquiring the result of the data, the researcher utilized some steps as follow:

1. The first step was the researcher accumulated the data from the students' score of the examination and daily task to identify the students' level of achievement.
2. The researcher provided the pretest to both groups. In the pretest the researcher explained more about recount text and asked the students to write a recount text based on their past experience.
3. Then, the investigator applied the treatment to experimental class by using story mapping strategy. The researcher elaborated how to apply the story mapping strategy to write recount text. While to control class the researcher used another strategy.
4. The researcher did the second test or posttest to both groups.
5. Finally, the investigator collected and investigating the data of both groups from the pretest and posttest.

Data Analysis

After collecting the students' score, the researcher started to analyze them. The data analysis consists of:

T-test Formulation

The technique researcher established t-test to confirm the effectiveness and to find out the mean score between the two variables. This formula helped to calculate

the score that received from the students' score, which were organized without using story mapping strategy for control class and using story mapping strategy for experimental class during the investigation. The formula of t-test is (Sugiyono, 2016):

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{gab} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } \bar{x}_1 = \frac{\sum x_1}{n_1} \text{ and } \bar{x}_2 = \frac{\sum x_2}{n_2}$$

$$S_{gab} = \frac{\sqrt{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}}{n_1 + n_2 - 2}$$

Note:

t_{value} = the price of t value.

\bar{x}_1 = the mean score of experimental group.

\bar{x}_2 = the mean score of control group.

S_1^2 = variant data of experiment class.

S_2^2 = variant data of control class.

S_{gab} = standard deviation of both groups.

n_1 = the total students of experimental group.

n_2 = the total students of control group.

The criteria of the testing are as follow:

If $t_{value} \geq t_{table}$, H_0 is accepted and H_a is rejected

If $t_{value} \leq t_{table}$, H_0 is rejected and H_a is accepted

Statistical Hypothesis of the Study

The statistical hypothesis of study is:

- $H_0 = X_1 < X_2$; if $t_{value} \geq t_{table}$ (there is no significant difference in using story mapping strategy on students' writing skill of recount text)
- $H_1 = X_1 > X_2$; if $t_{value} \leq t_{table}$ (there is significant difference in using story mapping strategy on students' writing skill of recount text).

To calculating the data, the researcher used SPSS 16 for Windows computer program. It helped the researcher to process the data easily and no time consuming.

Steps in Analyzing the Data

Following the steps in analyzing the data by using SPSS 16:

1. The researcher putted down the data of pretest and posttest from both groups into Ms. Excel.
2. Then, the researcher opened the SPSS and took the data that has putted in the Ms. Excel.
3. The researcher processed the data by click the analyze menu, then choose the Compare Means, and then choose the Independent Sample T-test.
4. Then the researcher took the result and made conclusion.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The study is meant to verify whether or not the use of story mapping strategy has a significant effect on the students' writing skill of recount text at SMA Muhammadiyah 1 Malang. The research findings deal with the result of normality test, the result of pretests experimental and control groups, the posttests of experimental and control groups, and the result of hypothesis testing.

The Result of Normality Test

The test of normality, which is required to do before determining the independent sample t-test, aims to know whether or not the data was distributed normally. Based on the result (in appendix III, 3A) the test was distributed normally. It can be seen that the significance of both groups, pretest and posttest in Kolmogorov-Smirnov^a were 0.200, it means that were higher than 0.05 and the significance of both groups in Shapiro-Wilk were higher than 0.05 also, the score showed in pretest of experimental group was .486, in posttest was .170, and in control group the pretest was .459, while in the posttest was .208. Because the data were distributed normally, the independent samples t-test was used.

The Result of Homogeneity Test

Homogeneity test was used to know that whether or not the data was equal or homogeneous. It was required to analyze and if it was homogeneous the independent sample t-test was allowed to use. The result of the homogeneity test displayed in

(appendix III, 3B), it explained that the test was homogeneous, the significant based on mean was 0.437 was higher than 0.05. Thus, the independent sample t-test was applied.

The Result of Pretests Both Groups

In the formerly activity, before applying the strategy, the researcher provided a pretest for both groups. It intended to know the students' writing skill of recount text. In experimental group (in appendix III, 3C) the lower score of pretest was 42 gained by the students named MDA, and the higher score was 68 gained by the students named PAP and KRF. And the mean score was 55.29. While in control group (in appendix III, 3C) the lower score in pretest was 40 achieved by the student named PAH, and the higher score was 62 achieved by ASLN. And the mean score was 53.43.

The Result of Posttest Both Groups

After applying the treatment, the researcher gave a posttest to both groups; it aimed to identify the result of implementing the treatment for the experimental group. In experimental group (in appendix III, 3D) the lower score of posttest was 70, and it was claimed by RAF, MDA, and AA. The higher score was 84 claimed by KK and KRF. Moreover, the mean score was 76.79. Furthermore, in control group (in appendix III, 3D) the lower score of posttest was 58 achieved by the two students named MZ, while the higher score was 78 gained by DPF. And the mean score was 69.43. To make it understandable, the researcher analyzed the scores between the two groups by descriptive analysis; it helped the researcher to find out the minimum score, maximum score and the mean score between the groups. The descriptive statistic can be seen in appendix III, 3E.

The result showed that the mean score of the pretest in experimental group was 55.29 and the posttest was 76.79; it means that the use of story mapping strategy improved the students' writing skill of recount text at the tenth grades in SMA Muhammadiyah 1 Malang. Whereas, the mean score of the pretest in the control group was 53.43 and in posttest was 69.43; it means that the use of conventional teaching and learning enhanced the students' writing skill for the control group. But,

the use of story mapping strategy in experimental group gave a higher achievement than that of conventional teaching and learning in the control group.

The Result of Hypothesis Testing

The result of the hypothesis testing is presented in appendix III, 3F. In the table showed that the Significance (2-tailed) value of the pretest and posttest was .002, which was lower than .005. It means that the mean score of the posttest was higher than that of pretest in the experimental group. And it can be learned also that the criteria of testing as follow:

- If $t_{\text{value}} \leq t_{\text{table}}$, H_0 is rejected and H_a is accepted. From the table above, it can be concluded that the t_{value} was $0.002 \leq 0.05$; it represented that the H_0 was rejected and H_a was accepted. In other words, there is significance difference in using story mapping strategy on students' writing skill of recount text.

Discussion

This discussion discussed the findings of the study and the relationship with the theories and the previous studies. Linked on the research question of this study, whether the use of story mapping strategy improve the tenth-grades student' writing skill of recount text at SMA Muhammadiyah 1 Malang or not, and the data of both groups were analyzed by t-test. The result showed that there was significance difference in using story mapping strategy on tenth-grades students' writing skill of recount text at SMA Muhammadiyah 1 Malang.

According to Pamela (2004), that story mapping strategy helped the writers to get the overview of story components by linking the ideas from the beginning until the end. In this research, the students were easy to enlighten their past experience and they always concern about story elements. During the implementation of story mapping strategy, the students at tenth grades at SMA Muhammadiyah 1 Malang were enthusiasm in writing their story, starting from drew the mapping, mentioned the element of their story, and then they explained in text. In other side, this strategy has some disadvantages as Kurniawan (2010) said that if students only focus on the drawing of their story mapping, they wasted their time to write because they spent much time in making their story mapping. However, based on the observation, since

this strategy applied in the classroom, the students managed their time very well. They followed the instructions from the researcher, that they have time limitation in drawing their story mapping strategy. Besides that, the researcher always watches out the students in making their story.

Related the previous study, that conducted by Bala (2017) showed that the used of story mapping contributed to foster students' writing of short stories. In this research, the tenth grades students at SMA Muhammadiyah 1 Malang were found also that they were active to write their story in their own words, organized their story based on the recount text organization, and developed their story by linking the ideas in their story mapping. The second previous study, that used experimental design accomplished by Sayekti (2014) stated that the used of story mapping strategy was applicable and effective to teach students' writing skill of narrative text. In this research, the tenth grades students in SMA Muhammadiyah 1 Malang were brave and felt free in writing their story; however they still paid attention to the story element. The third study used a quasi-experimental design conducted by Rahmawati et al (2018). Based on the research findings, the use of story mapping in teaching narrative text at the second grades of the one of junior high school in Malang indicated that the difference was significant in experimental class. It means that the used of story mapping increased the students' writing skill of recount text at second grades of the one of junior high school in Malang. For the first explanation said that this strategy just apply for the text that consist of terms of story, so in this research the researcher focus on recount text. Based the findings this strategy also helped to enlighten the students' writing skill at SMA Muhammadiyah 1 Malang.

The other previous study entitled *Teaching and Learning Narrative Text Writing through Story Mapping* by Latifah and Rahmawati (2019). This study used qualitative research and the subject was the students and the English teacher at the ninth grades in SMPN 3 Pringsewu. Based on the instruments, like observation, questionnaire and interview; the researcher found that the use story mapping in teaching writing of narrative text was not maximal and less interesting to the students' motivation, it was because the teacher skipped the part of story mapping strategy and the students were lack of vocabulary. Compare with this study, the

applied of story mapping strategy in teaching recount text gave a positive effect. The researcher did not skip any element of the story mapping strategy and remind the students to pay attention with their vocabulary. Moreover, to strengthen this study, the researcher provided last one more a previous study that has been done by Li (2000) about Effect of Story Mapping and Story Map Questions on the Story Writing Performance of Students with Learning Disabilities. According to the result, provided the evidence that the used of this strategy gave a good effect in increasing the students' writing skill of recount text and the length of their story was increasing accordingly. Relate with this study, based on the result the length of the students at SMA Muhammadiyah 1 Malang built-up also. Some of the students in pretest, they just wrote 4 or 5 sentences, they did not finish their story, but after applying this strategy they finished their writing and they wrote many sentences based on the ideas on their story mapping.

The treatments that have been given in the both group was different, but the materials were the same about teaching recount text about personal experience. In the case of time, classroom setting, the quantity of the students and learning condition were the same between the both groups. The detail explanation of those similar as below:

1. The teacher of the both groups was the researcher self. The main reason of choosing the researcher as the single teacher because the researcher was more understood about the purpose of the research and the lesson plan was created by the researcher self, and the material that has given for both groups. However, the researcher asked help from the English teacher to collaborate in providing lesson plan especially for control group and in scoring the test of pretest and posttest of both groups.
2. The time allocation for the both group was the same, 2 hours in a week, starting from 12.30 until 14.30. The researcher conducted four meetings to apply the treatments.
3. The classroom setting for the both groups was similar. Both classes for this research based on the real learning activity as SMA Muhammadiyah 1 Malang, the classes were completed by white and blackboard, LCD projector

as media or supporting tools in teaching and learning. The arrangement was the same, the traditional formation, from front to side back in three lines.

4. The quantity of students in the both groups was the same that consist of 14 students each class. The both classes were mixing, there were male and female but the majority was the male students.
5. The last, learning condition for the both classes given the similarity. The students of both classes were active, brave to ask and answer some questions. The both classes have got the material about recount text, but different focus. The first material that they have got was about writing the famous actor's bibliography. While in this research was focused on personal recount text, the students asked to write about their past experience or unforgettable moment.

CONCLUSION AND SUGGESTION

Conclusion

Referring on the findings and discussion, it can be concluded that the use of story mapping strategy had a significant effect on the tenth grade students' writing achievement of recount text at SMA Muhammadiyah 1 Malang. It can be seen from the mean score of the posttest of the experimental group was 76.79 which was higher than that of the pretest, and the mean score of the posttest of the control group was 69.43 which was higher than that of the pretest. Then, the mean score of the experimental group was higher than that of the control group. Moreover, the result of the hypothesis testing showed that the H_a was accepted and the H_0 was rejected. In other words, story mapping strategy can be an alternative strategy to improve the students' writing skill of recount text because it gave a positive effect to encourage students' writing skill especially about story elements.

Suggestions

Based on the result of this research, the researcher wanted to give some suggestions that will be useful for people especially for the students and teachers in SMA Muhammadiyah 1 Malang who want to learn and teach about the use of the story mapping strategy.

For Students

The students should make the best use of story mapping strategy by generating the ideas and making a map about the part of story that will be written based on the story and then link the part with own words. The students should explore the parts of the story by mapping them and then develop them in simple words. By doing so, it will help the students write easily.

For English teachers

The English teachers should help the students in giving more examples by mapping their ideas or the part of story by using story mapping strategy before explain the material and can use the story mapping strategy in teaching material about writing a story and or reading a story. This strategy can help the teacher to develop the students' ideas to writing and help the students to map what they have read.

For Further Researchers

This study hopefully could be able to support other investigations about the use of story mapping strategy in education level. It is suggested to conduct next project on the use of this strategy to enhance writing and reading skills, for example, help the students to share ideas for reading.

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Appendices



Appendix I:

1A: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Muhammadiyah 1 Malang
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Topik/Sub-Topik : Teks Recount
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45menit (Experiment Class)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. **Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.**
4. **Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.**

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian
4.5 Teks <i>recount</i> dalam bentuk pengalaman pribadi.	4.5.1 Siswa diharapkan mampu mengidentifikasi struktur dan penggunaan kebahasaan serta mampu membuat teks <i>recount</i> sesuai pengalaman pribadi.
4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, dalam bentuk pengalaman pribadi atau kejadian yang tidak terlupakan.	<p>4.5.1.1 Mengidentifikasi tujuan teks <i>recount</i> dengan benar.</p> <p>4.5.1.2 Menjelaskan struktur teks <i>recount</i> dengan tepat dan percaya diri.</p> <p>4.5.1.3 Menggunakan kata kerja (past tense) yang sesuai dengan teks <i>recount</i> dengan benar.</p> <p>4.5.1.4 Menyebutkan ungkapan-ungkapan atau unsur-unsur kebahasaan yang digunakan dalam menjelaskan kejadian masa lampau dengan konteks penggunaannya dengan benar.</p>
4.5.2 Menyusun teks <i>recount</i> lisan dan tulis, dalam bentuk pengalaman pribadi atau kejadian yang tidak terlupakan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<p>4.5.2.1 Membuat teks <i>recount</i> terkait dengan pengalaman siswa pada masa lampau dengan efektif dan kreatif.</p> <p>4.5.2.2 Menyusun cerita atau kejadian pada masa lampau dalam bentuk teks <i>recount</i> dengan percaya diri.</p>

C. Tujuan Pembelajaran

- Melalui penjelasan guru siswa mampu mengidentifikasi tujuan teks recount dengan benar.
- Melalui diskusi kelompok siswa mampu menjelaskan struktur teks prosedur dengan tepat dan percaya diri.
- Melalui penjelasan guru siswa mampu menggunakan kata kerja imperative yang sesuai dengan teks recount dengan benar.
- Melalui diskusi kelas siswa mampu menyebutkan ungkapan-ungkapan atau unsur-unsur kebahasaan yang digunakan dalam langkah-langkah menyusun teks recount dengan benar.
- Melalui tugas individual siswa mampu membuat teks recount terkait pengalaman pribadi atau kejadian yang tidak terlupakan dengan efektif dan kreatif.
- Siswa mampu mengekspresikan atau menceritakan pengalaman pribadi melalui teks recount dengan percaya diri.
- Melalui penjelasan guru tentang penggunaan strategi story mapping, siswa mampu menulis teks recount dengan menggunakan strategi story mapping.

D. Materi Pembelajaran

- Fungsi sosial
Mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan.
- Struktur Teks
 - Orientation: introducing the character and the setting.
 - Events: showing or telling what happened or the problem.
 - Closing or resolution: telling how the story is end.

Contoh recount text

Struktur teks	Tujuan	Contoh
---------------	--------	--------

Orientation	Untuk memperkenalkan tokoh dan tempat kejadian serta waktu terjadinya cerita.	Last week I went to the theatre. It is the only theatre at my town. I have one free ticket to watch a movie. I have no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and saw if there was any good movie.
Event	Untuk menceritakan apa yang terjadi, atau menyampaikan masalah apa yang terjadi dalam cerita tersebut.	I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and went to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before.
Reorientation	Untuk menyampaikan tentang bagaimana cerita tersebut berakhir atau bagaimana penyelesaian dari masalah tersebut.	I went home and I was very disappointed about that.

- **Unsur Kebahasaan**

- Kata kerja dalam *Simple Past tense, Past Continuous, Past Perfect*
- Kata kerja untuk menunjukkan kegiatan (*material verbs*) ; kata kerja untuk mengungkapkan perasaan (*mental verbs*)

- *Adverbia* penunjuk dan penghubung waktu.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Topik
Menceritakan pengalaman pribadi atau kejadian yang tidak terlupakan yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

E. Pendekatan/Model/Metode Pembelajaran

- 1) Pendekatan : Saintific approach
- 2) Model Pembelajaran : Cooperative Learning (Story mapping Strategy)
- 3) Metode : Discussion, question and answer session (Direct method)

F. Media/Alat/Bahan

Media : worksheet, internet, gambar/animasi, power point paper.

Alat :Laptop,infocus,speaker, spidol dan papan tulis.

G. Sumber Belajar

- ❖ Authentic material
- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris untuk kelas X SMA
- ❖ Kamus Bahasa Inggris
- ❖ Internet
- ❖ http://bsd.pendidikan.id/data/2013/kelas_10sma/guru/Kelas_10_SMA_Bahasa_Inggris_Guru_2017.pdf

H. Kegiatan Pembelajaran

Pertemuan ke-1 @2x45 menit (Experimental class)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

Pembukaan	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik sebagai sikap disiplin. 3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya (warming up). 5. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 6. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. 7. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 	10 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik memperhatikan penjelasan dari guru. 2. Peserta didik mendengarkan cerita pengalaman guru atau beberapa murid. 3. Peserta didik mulai mengumpulkan fakta dari apa yang didengar. <p>Mempertanyakan</p> <ol style="list-style-type: none"> 4. Peserta didik menjawab berbagai pertanyaan terkait cerita yang sudah disampaikan oleh guru dan beberapa murid. Misalnya, guru menanyakan tentang judul atau tempat kejadian cerita tersebut, waktu dan masalah yang terjadi dalam cerita pengalaman dari 	70 menit

	<p>beberapa murid, dan seterusnya.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 5. Peserta didik diberikan teks recount berisikan pengalaman pribadi. 6. Peserta didik mengamati dan membaca teks recount text tentang pengalaman pribadi tersebut. 7. Peserta didik mulai mengeksplor bagian-bagian recount teks tersebut. 8. Siswa mengidentifikasi generic structure (orientation ,event dan reorientation) dari teks recount . <p>Mengasosiasi</p> <ol style="list-style-type: none"> 9. Peserta didik dibagi dalam beberapa kelompok dan diberikan beberapa teks recount. 10. Secara kelompok peserta didik membaca dan mengamati teks recount dan menyebutkan judul, karakter, waktu dan tempat kejadian. 11. Peserta didik mengumpulkan informasi terkait struktur teks recount dan kata kerja dalam teks recount. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 12. Siswa menyampaikan hasil diskusi. 13. Peserta didik melalui pertanyaan dan bimbingan guru menyimpulkan pembelajaran yang dilakukan 14. Peserta didik diberi kesempatan untuk bertanya terkait yang tidak dipahami. 	
Penutup	<ol style="list-style-type: none"> 1. Guru mengecek pemahaman siswa terkait materi pembelajaran. 2. Guru melakukan tindakan refleksi dengan membagikan kertas untuk komentar anak dalam pembelajaran yang sudah dilakukan. 	10 menit

	3. Guru menyampaikan rencana pembelajaran yang akan datang. 4. Guru menutup pembelajaran dengan mengucapkan salam.	
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Lampiran

1. Materi

Recount Text

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener

Language Features of Recount Text

- Introducing personal participant; I, we, my group, etc.
- Using chronological connection; then, first, after that, etc.
- Using linking verb; was, were, saw, heard, etc.
- Using action verb; bought, went, spoke, etc.
- Using simple past tense.

Generic Structure of Recount Text

- **Orientation:** It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
- **Events:** Describing series of event that happened in the past. Telling what happened and in what sequence.
- **Reorientation:** It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story.

- Source: <https://www.nurdiono.com/definition-of-recount-text.html>

2. Activity

Activity 1: Read the recount text below and answer the questions!

My Experience When Met Taufik Hidayat

Last Sunday, there was Thomas cup badminton championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my brother, Andi.

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw Taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They are very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally I could meet Taufik Hidayat and got his signature.

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted “IN-DO-NE-SI-A” during the match.

1. What is the text about?
2. When the writer did meet Taufik Hidayat?
3. Mention the characters of the story!
4. Mention the orientation, event and resolution of the story above!
5. Write down your past experience!

Pertemuan ke-2, 2x45 menit pelajaran (Experimental class)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu

Pembukaan	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik sebagai sikap disiplin. 3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya (warming up). 5. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 6. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. 7. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 	10 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik memperhatikan penjelasan dari guru. 2. Peserta didik mendengarkan tentang penjelasan story mapping strategy. 3. Peserta didik dilatih untuk membuat teks recount tentang pengalaman pribadi dengan menggunakan strategi story mapping. 4. Peserta didik mulai mengumpulkan fakta dari apa yang didengar. <p>Mempertanyakan</p> <ol style="list-style-type: none"> 5. Peserta didik menjawab beberapa pertanyaan tentang penggunaan story mapping strategy, misalnya 	70 menit

	<p>tentang kerangka-kerangka cerita dalam strategi story mapping.</p> <p>6. Peserta didik mulai mengidentifikasi bagian-bagian strategi story mapping.</p> <p>Mengeksplorasi</p> <p>7. Peserta didik melengkapi kerangka story mapping sesuai cerita pengalaman pribadi yang diberikan oleh guru.</p> <p>8. Peserta didik menentukan atau melengkapi kerangka strategi story mapping, misalnya menyebutkan tokoh, tempat, waktu dan event.</p> <p>Mengasosiasi</p> <p>9. Peserta didik dibagi dalam beberapa kelompok untuk menceritakan salah satu pengalaman pribadi dari teman kelompok mereka.</p> <p>10. Secara kelompok peserta didik membuat cerita pengalaman pribadi dari salah satu teman mereka dengan menggunakan strategi story mapping.</p> <p>11. Peserta didik mengembangkan cerita sesuai dengan kerangka strategi story mapping yang telah dibuat bersama dalam bentuk teks.</p> <p>Mengkomunikasikan</p> <p>12. Siswa menyampaikan hasil diskusi.</p> <p>13. Peserta didik melalui pertanyaan dan bimbingan guru menyimpulkan pembelajaran yang dilakukan.</p> <p>14. Peserta didik diberi kesempatan untuk bertanya terkait yang tidak dipahami selama pembelajaran</p>	
Penutup	<p>1. Guru mengecek pemahaman siswa terkait materi pembelajaran.</p> <p>2. Guru melakukan tindakan refleksi dengan</p>	10 menit

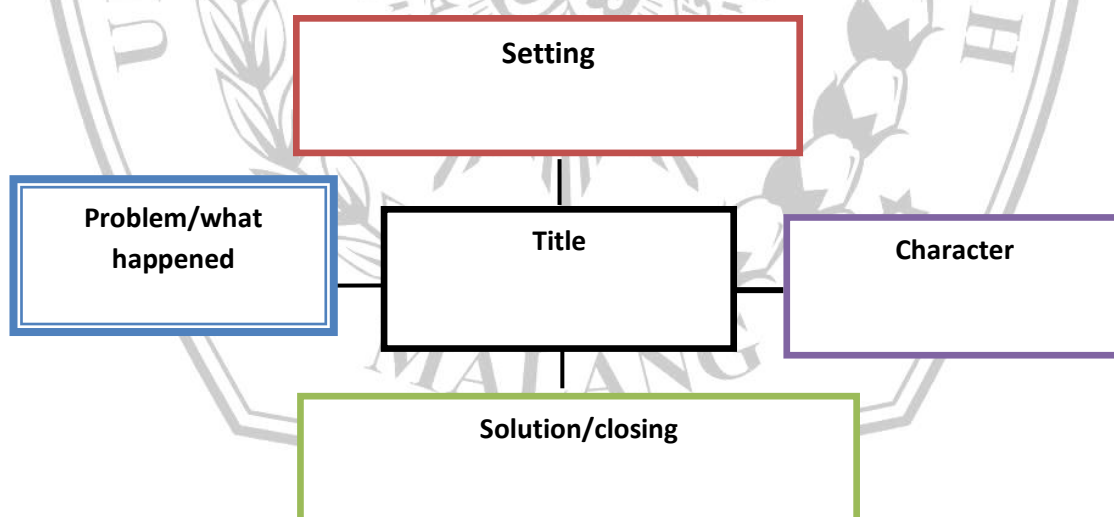
	<p>membagikan kertas untuk komentar anak dalam pembelajaran yang sudah dilakukan.</p> <p>3. Guru menyampaikan rencana pembelajaran yang akan datang.</p> <p>4. Guru menutup pembelajaran dengan mengucapkan salam.</p>	
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Lampiran

Activity 2: Read and write the element of story below in the form of story mapping strategy!

My Holiday at home

Last holiday was my worst holiday because I did not go anywhere. I just stayed in my home. In the morning, I woke up and had a breakfast. After that, I played with my cat. In the afternoon, I had a lunch and after that I took a nap. In the evening, I watched until I was bored. My daily activities were like that during the holiday. So, I was sure last holiday was my worst holiday.

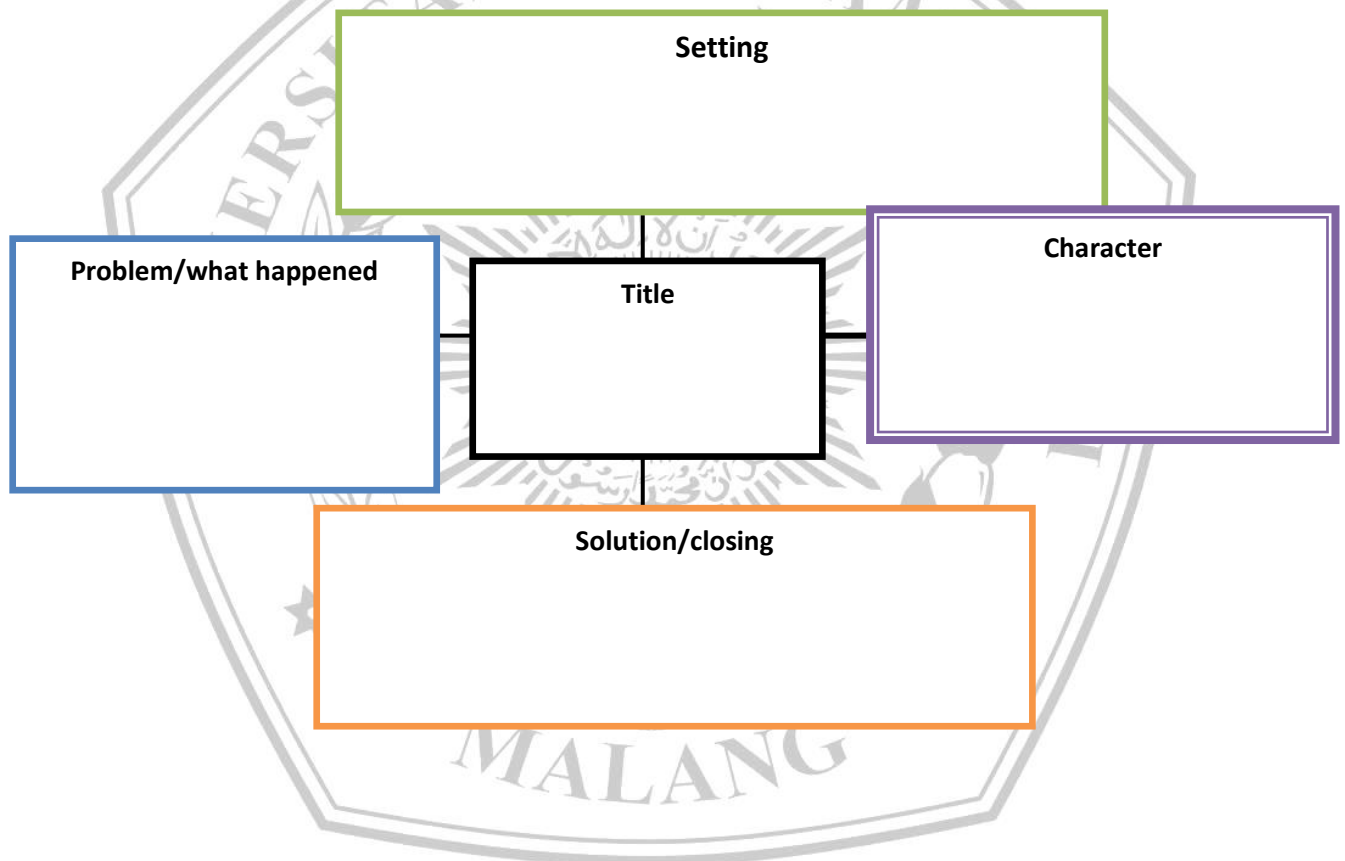


My Holiday in Bandung

Last holiday, I went to Bandung with my friends, Asep. We spent our holiday there. We went to Bandung by bus. The bus schedule from Indramayu was at 07.00 AM and arrived in Bandung at 11.30 am.

In the first day, we went to Bandung zoo. The ticket price was only Rp.30.000. The animals' collections there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understood about geology. We saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Indaramayu.

My holiday in Bandung was only two days but it made me happy.



Pertemuan ke-3, 2x45 menit (Experimental class)

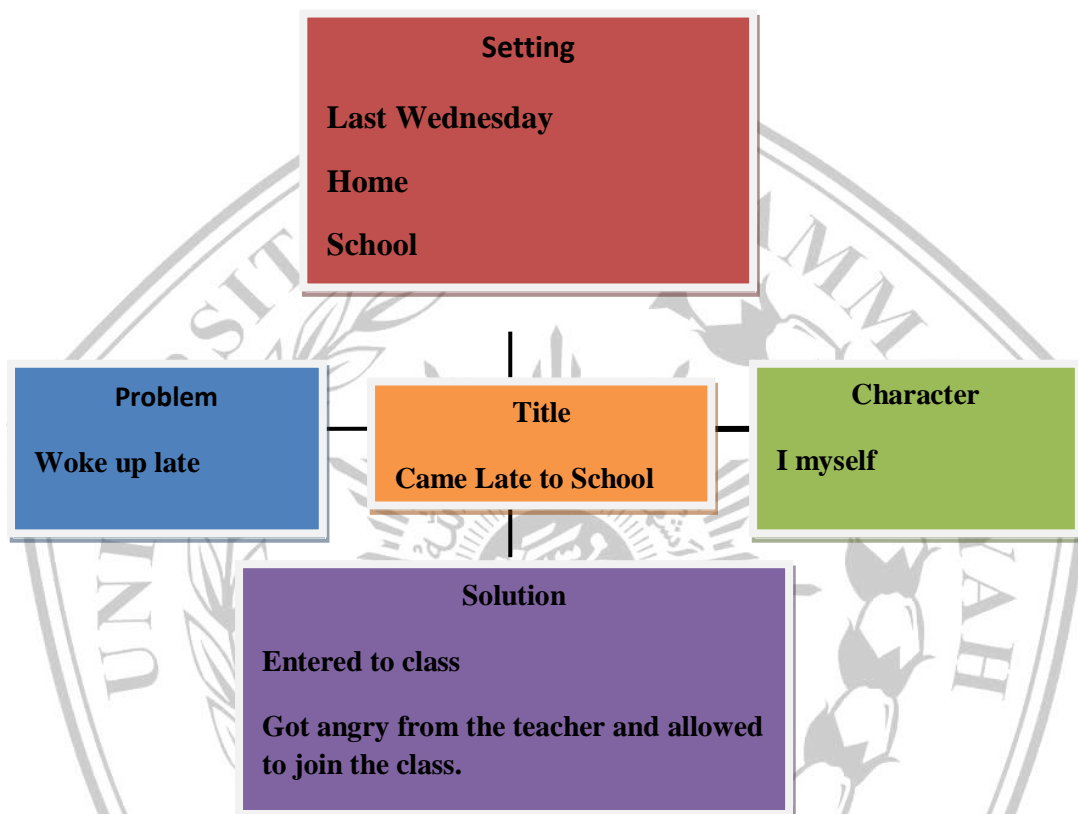
Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pembukaan	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik sebagai sikap disiplin. 3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya (warming up). 5. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 6. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. 7. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 	10 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik memperhatikan penjelasan dari guru tentang materi sebelumnya 2. Peserta didik diberikan contoh recount text dengan menentukan introduction, event dan resolution dengan menggunakan strategi story mapping. 3. Peserta didik mulai mengumpulkan fakta dari apa yang didengar. <p>Mempertanyakan</p>	70 menit

	<p>4. Peserta didik menjawab beberapa pertanyaan tentang penggunaan strategi story mapping, misalnya tentang kerangka-kerangka cerita dalam story mapping.</p> <p>Mengeksplorasi</p> <p>5. Peserta didik diberi sebuah cerita dalam bentuk recount text dalam draft strategi story mapping.</p> <p>6. Peserta didik menentukan struktur cerita tersebut dan mengembangkan dalam bentuk karangan.</p> <p>Mengasosiasi</p> <p>7. Peserta didik dibagi dalam kelompok, masing-masing kelompok terdiri atas 4 siswa.</p> <p>8. Secara kelompok peserta didik membaca cerita pengalaman pribadi yang telah disediakan.</p> <p>9. Peserta didik menulis cerita tersebut dalam bentuk strategi story mapping.</p> <p>Mengkomunikasikan</p> <p>10. Siswa menyampaikan hasil diskusi.</p> <p>11. Peserta didik melalui pertanyaan dan bimbingan guru menyimpulkan pembelajaran yang dilakukan.</p> <p>12. Peserta didik diberi kesempatan untuk bertanya terkait yang tidak dipahami selama pembelajaran</p>	
Penutup	<p>1. Guru mengecek pemahaman siswa terkait materi pembelajaran.</p> <p>2. Guru melakukan tindakan refleksi dengan membagikan kertas untuk komentar anak dalam pembelajaran yang sudah dilakukan.</p> <p>3. Guru menyampaikan rencana pembelajaran yang akan datang.</p> <p>4. Guru menutup pembelajaran dengan mengucapkan salam.</p>	10 menit

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Lampiran

Activity 3: Develop the story based on the story mapping below!



Pertemuan ke-4, 2x45 menit pelajaran (experimental class)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pembukaan	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik sebagai sikap disiplin. 	10 menit

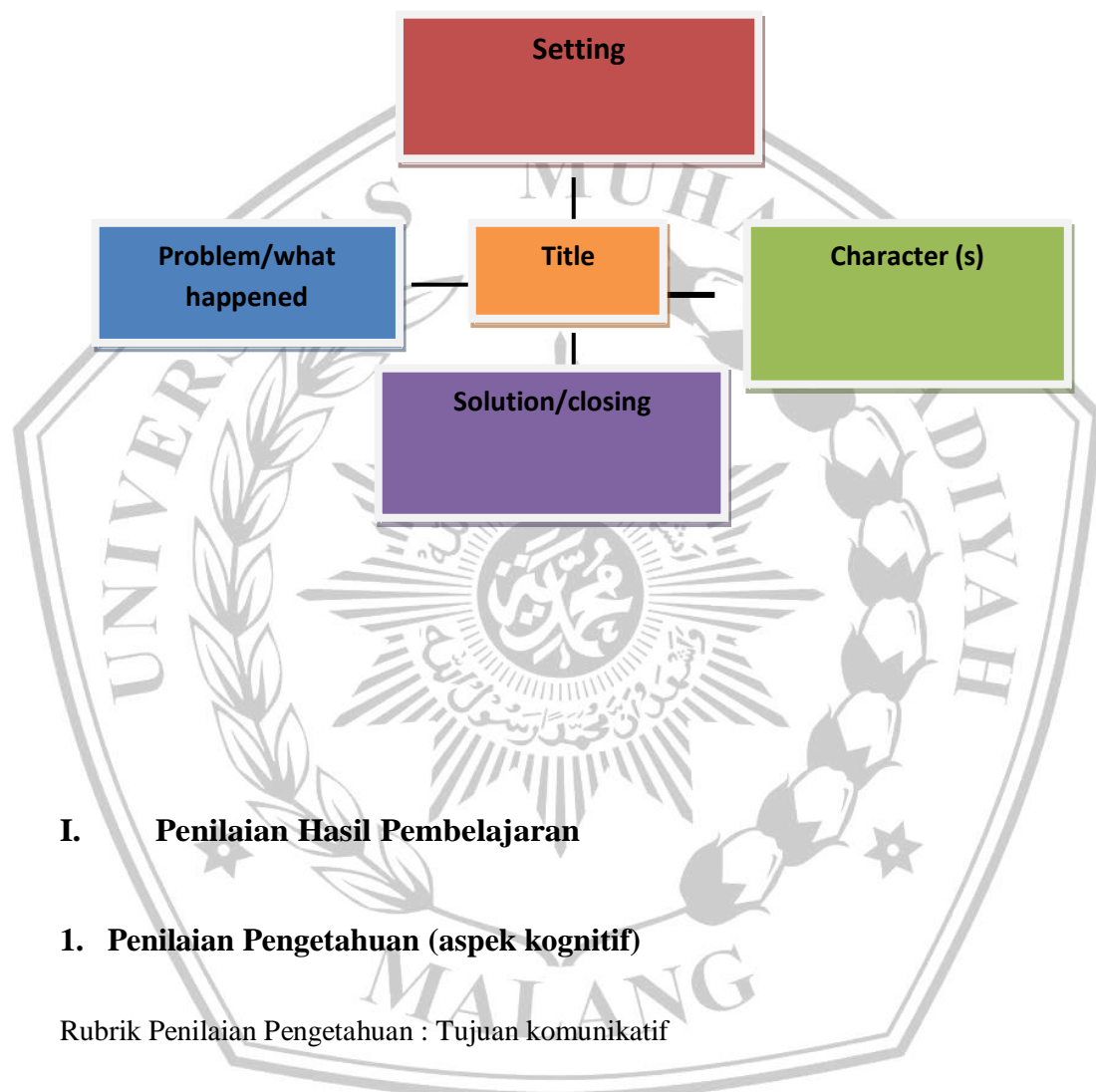
	<ol style="list-style-type: none"> Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya (warming up). Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 	
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> Peserta didik memperhatikan penjelasan dari guru tentang materi sebelumnya Peserta didik diberikan contoh recount text dengan menggunakan strategi story mapping guna memperkuat pemahaman siswa. Peserta didik mulai mengumpulkan fakta dari apa yang didengar. <p>Mempertanyakan</p> <ol style="list-style-type: none"> Peserta didik menjawab beberapa pertanyaan tentang penggunaan strategi story mapping, misalnya tentang kerangka-kerangka cerita dalam strategi story mapping. <p>Mengeksplorasi .</p> <ol style="list-style-type: none"> Peserta didik menentukan struktur cerita tersebut, misalnya tentang tokoh, setting, problem dan solution. 	70 menit

	<p>6. Peserta didik diminta untuk menulis recount text berdasarkan pengalaman pribadi menggunakan strategi story mapping.</p> <p>Mengasosiasi .</p> <p>7. Secara individu peserta didik menulis cerita pengalaman pribadi</p> <p>8. Peserta didik menulis cerita tersebut dalam bentuk strategi story mapping.</p> <p>Mengkomunikasikan</p> <p>9. Siswa mengumpulkan karangannya untuk dinilai.</p> <p>10. Peserta didik melalui pertanyaan dan bimbingan guru menyimpulkan pembelajaran yang dilakukan.</p> <p>11. Peserta didik diberi kesempatan untuk bertanya terkait yang tidak dipahami selama pembelajaran</p>	
Penutup	<p>1. Guru mengecek pemahaman siswa terkait materi pembelajaran.</p> <p>2. Guru melakukan tindakan refleksi dengan membagikan kertas untuk komentar anak dalam pembelajaran yang sudah dilakukan.</p> <p>3. Guru menyampaikan rencana pembelajaran yang akan datang.</p> <p>4. Guru menutup pembelajaran dengan mengucapkan salam.</p>	10 menit

Lampiran

Activity 4

Write down your unforgettable moment with your own words by using story mapping!



I. Penilaian Hasil Pembelajaran

1. Penilaian Pengetahuan (aspek kognitif)

Rubrik Penilaian Pengetahuan : Tujuan komunikatif

Indikator	Kriteria	Skor
1. Memahami isi recount text yang disajikan dengan sangat baik	Sangat baik	4
2. Memahami isi recount text yang disajikan dengan cukup baik	Baik	3
3. Memahami isi recount text yang disajikan dengan kurang	Kurang baik	2

baik		
4. Memahami isi recount text yang disajikan dengan tidak baik	Tidak baik	1
5. Tidak menjawab	Sangat tidak baik	0

Pedoman Penskoran

Skor yang diperoleh

$$\text{Nilai siswa} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100$$

2. Penilaian Keterampilan (aspek psikomotorik)

Rubrik Penilaian Keterampilan : Keruntutan Teks

Indikator	Kriteria	Skor
1. Keruntutan teks sangat tepat	Sangat baik	4
2. Keruntutan teks cukup tepat	Baik	3
3. Keruntutan teks kurang tepat	Cukup baik	2
4. Keruntutan teks tidak tepat	Kurang baik	1
5. Tidak menjawab	Tidak baik	0

Nilai : $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

Total skor

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

J. Pembelajaran Remedial dan Pengayaan

Pengayaan

Bagi Peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir perlu diberikan kegiatan pengayaan.

Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan perlu diberikan kegiatan remedial.

Malang, 8 November 2019

**Guru Mata Pelajaran,
Peneliti,**

**Yuni Lestari, S.S
NIP:**

Mahasiswa

Lidia Lali Momo



1B: Scoring Rubric

Rubric of Writing Test

Scoring Element	Scale	Quality	Description
Content	30	Excellent	Knowledgeable, substantive, thorough development of text- relevant to assigned topic
	26	Good	Some knowledge of subject, adequate range, limited development of text, mostly relevant to topic, but lack detail.
	21	Fair	Limited knowledge of subject, little substance- inadequate development of topic.
	16	Very poor	Does not show knowledge of subject- non substantive- not pertinent or not enough to evaluate.
Organization	20	Excellent	Fluent expression- ideas clearly stated- succinct- well organized- logical sequencing- cohesive.
	17	Good	Somewhat choppy- loosely organized but main ideas stand out- limited support- logical but incomplete sequencing.
	13	Fair	Non fluent- ideas confused or disconnected- lacks logical sequencing and development.
	9	Very poor	Does not communicate, no organization, not enough to evaluate.

Vocabulary	20	Excellent	Effective words or idiom choice and usage, word choice is variance.
	17	Good	Adequate range, occasional errors of word or idioms forms, choice and usage but meaning confused.
	13	Fair	Limited range, frequent errors of words or idiom choice and usage- meaning confused.
	9	Very poor	Essentially translation, little knowledge of English vocabulary or idioms form, not enough to evaluate.
Language use	25	Excellent	Effective complex constructions, few errors of agreement, tense, number, word function, articles, pronouns, preposition.
	21	Good	Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, articles, number, preposition, pronouns, but meaning seldom confused.
	17	Fair	Major problems in simple or complex constructions, frequent errors of negation, agreement, articles, preposition, tense, number, word order- meaning confused.
	10	Very poor	No mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate.

Mechanics	5	Excellent	Mastery in using punctuation, spelling, capitalization, and paragraphing.
	4	Good	Occasional error of spelling, punctuation, paragraphing, capitalization but meaning not confused.
	3	Fair	Frequent errors of spelling, punctuation, paragraphing and capitalization, poor handwriting-meaning confused.
	2	Very poor	No mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing, not enough to evaluate.

Appendix II: The Reliability of Both Groups

2A: Interrater Pretest in Experimental Group

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.678	.129	7.454	,000
N of Valid Cases		14			

2B: Interrater Posttest in Experimental Group

		Symmetric Measures			
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.751	.122	7.331	,000
N of Valid Cases		14			

2C: Interrater Pretest in Control Group

		Symmetric Measures		
		Value	Asymptotic Standard Error ^a	Approximate T ^b
Measure of Agreement	Kappa	.663	.136	6.146
N of Valid Cases		14		

2D: Interrater Posttest in Control Group

		Symmetric Measures		
		Value	Asymptotic Standard Error ^a	Approximate T ^b
Measure of Agreement	Kappa	.745	.125	6.724
N of Valid Cases		14		

Appendix III

3A: The Normality Test

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Hasil Belajar	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
	Preex	.146	14	.200 [*]	.945	14	.486
	postexp	.171	14	.200 [*]	.912	14	.170
	precont	.146	14	.200 [*]	.943	14	.459
	Postcon	.174	14	.200 [*]	.918	14	.208

3B: The Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	.622	1	26	.437
	Based on Median	.622	1	26	.438
	Based on Median and with adjusted df	.622	1	24.354	.438
	Based on trimmed mean	.583	1	26	.452

3C: The Result of Pretests both Groups

Experimental Group			Control Group	
No.	Students	Pretest	Students	Pretest
1	RAF	52	FK	54
2	PAP	68	AF	60
3	MDA	42	PAH	40
4	KK	54	SZM	46
5	KRF	68	MZ	50
6	RA	64	MMY	54
7	AA	58	DPF	60
8	MFH	48	MA	50
9	AQM	50	ASLN	62
10	AA	58	EIP	58
11	ARHS	50	FENH	50
12	MANR	58	RAK	50
13	KTS	54	NCPC	56
14	PP	50	AAM	58
		$\Sigma Y_1 = 774$		$\Sigma Y_1 = 748$
		Mean=55.29		Mean=53.43

3D: The Result of Posttests Both Groups

Experimental Group			Control Group	
No.	Students	Posttest	Students	Posttest
1	RAF	70	FK	75
2	PAP	78	AF	68
3	MDA	70	PAH	60
4	KK	84	SZM	70
5	KRF	84	MZ	58
6	RA	78	MMY	75
7	AA	70	DPF	78
8	MFH	78	MA	68
9	AQM	75	ASLN	70
10	AA	80	EIP	76
11	ARHS	76	FENH	60
12	MANR	80	RAK	68
13	KTS	72	NCPC	70
14	PP	80	AAM	76
15		$\Sigma Y_2 = 1075$		$\Sigma Y_2 = 972$
		Mean=76.79		Mean=69.43

3E: Descriptive Statistics

Table 6: Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest Experiment	14	42	68	774	55.29	7.590	57.604
Posttest Experiment	14	70	84	1075	76.79	4.839	23.412
Pretest Control	14	40	62	748	53.43	6.148	37.802
Posttest Control	14	58	78	972	69.43	6.430	41.341
Valid N (listwise)	14						

3F: The Result of Hypothesis Testing

Table 7: Independent Samples Test

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Hasil Belajar	Equal variances assumed	.622	.437	3.421	26	.002	7.357	2.151	2.936	11.778
	Equal variances not assumed			3.421	24.149	.002	7.357	2.151	2.920	11.794

